



# TERRORISM'S GEOGRAPHY

Subject: Social Studies | Current: 2010 | Grade: 9-12

Day: 1 of 2

## 1 Purpose

----- to investigate and analyze relationships between terrorists and geography

## 2 Duration

----- 1 to 2 class periods of 50 minutes per period depending on instructor needs

## 3 Additional Topics

----- Government institutions, Historical research, Physical systems

## 4 Objectives

----- At the end of this lesson, the student will be able to:  
Explore how geography and place connect to terrorist activities  
Practice effectively general map skills  
Note specifically geographic locations of terrorist groups over the last 40 years

## 5 Standards Addressed

----- Point out specific situations where human or cultural factors are involved in global conflict situations, and identify different viewpoints in the conflict; create scenarios under which these cultural factors would no longer trigger conflict. [Economics; Civics and Government; Individuals, Society, and Culture]

**WG.4.16**

----- Give examples of critical issues that may be region-specific and others that cross regional boundaries. [Individuals, Society, and Culture]

**WG.2.7**

----- Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa. [Individuals, Society, and Culture]

**WH.10.11**

----- Use information technology to research critical international issues facing the United States, to develop hypothetical solutions, and to analyze their potential effectiveness. [Economics; Geography; Individuals, Society, and Culture]

**USG.4.10**



*Indiana Department of Education. (n.d.). Indiana Standards and Resources: Social Studies: U.S. Government, World Geography, and World History. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>*

## 6 Vocabulary

**Terrorism:** premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience

International terrorism: terrorism involving citizens or the territory of more than one country

Terrorist group: any group practicing, or that has significant subgroups that practice, international terrorism

## 7 Materials

blank maps of the world; colored markers, pencils, pens, etc;

## 8 Additional Resources

textbooks; newspapers, news magazines if available[i.e. TIME, NEWSWEEK, ATLANTIC, FOREIGN AFFAIRS, etc]; Internet

## 9 Prodecdures

### TERRORISM'S GEORGRAPHY

#### A) Introduction

The instructor will provide a brief overview of terrorism noting that terrorism has existed for many centuries of human existence in varying degrees; that terrorist groups seek to alter existing institutions within a particular region or beyond; that defining terrorism or who is a terrorist is elusive; that numerous shared, general characteristics of terrorist groups exist; and that nation-states have responded to terrorists in various ways. The instructor will provide the students with the following list of terrorist groups for research:

Aum Shinrikyo[Japan]; Shining Path[Peru]; Irish Republican Army[Northern Ireland]; Falun Gong[China]; Basque Fatherland and Liberty[Spain]; Kurds[Iraq]; Palestine Liberation Organization[West Bank, Gaza]; Hezbollah[Lebanon]; Tamil Tigers[Sri Lanka]; Zapatista National Liberation Army[Mexico]; Sikh Separatists[India]; Revolutionary Armed Forces of Colombia – FARC[Colombia]; Abu Sayyaf[Philippines]; Hamas[West Bank, Gaza]; Al Qaeda[Afghanistan, Pakistan, Iraq, Somalia]



## B) Development

After the introduction, the students will be given a blank map of the world upon which to locate terrorist groups assigned by the instructor. The instructor could also make a transparency of the blank map to mark the student responses for display during discussion.

## C) Practice

Students will utilize text resources to research and identify on their maps the groups provided by the instructor as well as the kinds of terrorist activities pertinent to a particular organization. This research could be done individually or in groups of 2-3 individuals. The students should locate the 'home base' of the terrorist organization such as FARC found in Colombia, Hamas found in Gaza and West Bank, Zapatista National Liberation Army found in Mexico, and locations of each terrorist event associated with that group. Each group or individual would be assigned one of the organizations to research.

The following elements would be examined either through a class discussion or as an individual writing assignment. 1) identify how a 'home base' relates to a specific geographic region noting characteristics germane to formation of the relationship[i.e economic, political, cultural, religious, racial/ethnic/tribal]; 2)how might a pattern between targets and the 'home base' be established, and if so, detail the elements of the pattern; 3)what conclusions can be stated from any patterns which exist; 4)in class discussion have students explore commonalities and differences amongst terrorist organizations past and present.

## D) Accommodations (Differentiated Instruction)

For students who have difficulty with comprehension issues, a graphic organizer may be used to provide a more concrete way to complete the Practice portion of the lesson. High ability students may find it more challenging to compare and contrast two groups, looking for patterns.

## E) Checking for Understanding

Instructor will ask students to note key locations of terrorist organizations via handout assignment or quiz or on an exam.

Instructor will ask students to compare and contrast characteristics of at least 2 terrorist groups in a writing quiz and paper.

Instructor will ask students to state precisely and accurately the geographic locations of all the terrorist organizations identified in this lesson.

Instructor will ask students to discuss cause and effect relationships between geography and terrorist organizations through discussion and/or paper analysis.



## F) Closure

The instructor could conclude the lesson with a question of how these groups impact global economics[nations having to spend resources on meeting the threats of the groups] and nation state sovereignty, or with a question of how students will view their adult lives coping with this on-going situation. The instructor could also encourage the reading of news reports about terrorism by students as they become adults.

## 10 Evaluation

----- Students will be assessed and evaluated through any map assignments, discussion, quizzes, paper assignments, etc.

## 11 Teacher Reflection

----- to be completed by instructor after the completed lesson

## 12 Resources & Media

----- blank maps of the world; colored markers, pencils, pens, etc.; textbooks, newspapers, news magazines and journals if available[Time, Newsweek, Atlantic, Foreign Affairs, Foreign Policy, etc]; Internet;

- [www.state.gov](http://www.state.gov): U.S. Department of State homepage
- [www.state.gov/s/ct](http://www.state.gov/s/ct): Counterterrorism Office of the U.S. Department of State
- [www.state.gov/coalition/](http://www.state.gov/coalition/); Diplomacy and the global campaign against Terrorism
- [www.cia.gov/cia/publications/factbook](http://www.cia.gov/cia/publications/factbook): The World Factbook produced by the Central Intelligence Agency
- [www.hrw.org](http://www.hrw.org): Human Rights Watch
- [www.amnesty.org](http://www.amnesty.org): Amnesty International
- [www.nytimes.com](http://www.nytimes.com): New York Times
- [www.washingtonpost.com](http://www.washingtonpost.com): Washington Post
- [www.bbc.co.uk](http://www.bbc.co.uk): The BBC
- [www.msnbc.com](http://www.msnbc.com): MSNBC
- [www.cnn.com](http://www.cnn.com): CNN
- Terrorism A War Without Borders, Bureau of Public Affairs, US Department of State, 2201 C Street, NW, Washington, D.C. 20520
- Henderson, Harry. GLOBAL TERRORISM: THE COMPLETE REFERENCE GUIDE. Checkmark Books, An imprint of Facts on File, Inc. New York, NY, 2001.



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